

★

UMASS/AMHERST

★



312066 0270 3671 5

MASS.ED21.16: 973-974 - 1976
Dept. of Education.

THE MASSACHUSETTS RIGHT TO READ EFFORT

GOVERNMENT DOCUMENTS
COLLECTION

NOV 10 1977

University of Massachusetts



U OF MASS/AMHERST LIBRARY

YEAR 1

EVALUATION

1973 - 1974

Boston College

A REPORT ON THE PROGRESS OF THE
MASSACHUSETTS RIGHT TO READ EFFORT
1973-1974

Prepared by:

Maida A. Broadbent
Research Associate

and

Edward A. Iwanicki
Associate Director

Center for Field Research and School Services
Boston College

TABLE OF CONTENTS

	<u>page</u>
SECTION I: INTRODUCTION	1
Overview of the Massachusetts Right to Read Effort	3
The Local Educational Agency.	4
The LEA Right to Read Director	6
Perceived Role of Right to Read Directors	9
SECTION II: ORGANIZATIONAL ASPECTS.	12
The Right to Read Time Line	12
Problems Encountered in the Completion of Organizational Activities: Phases 1-2	15
SECTION III: NEEDS ASSESSMENT AND STAFF DEVELOPMENT ACTIVITIES	17
The Needs Assessment Instrument and Results	17
Prioritizing Needs	23
The Plan of Action	25
LEA Staff Development Activities	26
SECTION IV: SCHOOL PERSONNEL AND COMMUNITY INVOLVEMENT IN THE RIGHT TO READ EFFORT	41
Composition of the In-house Task Force	41
The Role of the Task Force	42
Impact of the LEA Task Force	44
Future Suggestions and Resources for the LEA Task Force	45
Composition of the Local Advisory Council	45
The Role of the Advisory Council	46
Impact of the LEA Advisory Council	49
Future Suggestions for the Advisory Council	49
SECTION V: IMPACT OF THE NEW ENGLAND CONSORTIUM TRAINING SESSIONS	53
An Overview of NEC Training Sessions.	53
Evaluation Results of the NEC Training Sessions	54
SECTION VI: THE SEA RIGHT TO READ EFFORT	58
Organizational Efforts of the SEA	58
The SEA Task Force and Advisory Council	59
SECTION VII: SUMMARY AND RECOMMENDATIONS	67

LIST OF TABLES

<u>Tables</u>	<u>page</u>
1 Demographic Information for LEA Sites	7
2 Mean Completion Dates for Smaller(S) and Larger (L) LEA Sites of the Organizational Aspects of the Massachusetts Right to Read Effort: 1973-74	13
3 Percentage of Staff Administered The Needs Assessment Instrument at LEA Sites	18
4 Mean Rank Ordering of LEA Needs Assessment Results.	20-22
5 Percentages of Elementary, Junior High and Senior High School Teachers Evaluation Responses to Reading In-service day	36
6 Breakdown of the Composition of the LEA In-house Task Force	42
7 Breakdown of the Composition of the LEA Advisory Council.	47
8 How Can The Local Advisory Committee Lend Assistance to the Right to Read Program?	51-52
9 Rank Ordered Median Results of the New England Consortium Staff Development Training Sessions	56-57
10 Massachusetts Right to Read Plan of Action-Time Line 1973-1974	60-65
Appendix A: Evaluation Questionnaires	78
Map: Massachusetts Right to Read Sites: 1973-74	5

SECTION I

INTRODUCTION

Illiteracy or the inability to read or write has become an important educational concern of the 1970's, for the ability to read is one of the fundamental prerequisites for survival and productivity to the American way-of-life. In an effort to eradicate illiteracy in New England, the New England Consortium for the Right to Read was first organized in the Spring of 1972 as a staff development program with Connecticut, Maine, Massachusetts, New Hampshire, and Rhode Island as its charter member states.

The major purpose of the New England Consortium Right to Read effort is to provide participating state and local educational agencies with the leadership and change-agent skills necessary to assure attainment of the national Right to Read goal: that 99 percent of the population 16 years of age or younger and 90 percent of those over 16 will read to the fullest of their capability by 1980. Through a joint program of staff development it was envisioned that intellectual, financial, human, and material resources could be more feasibly organized, administered, and implemented to provide maximum input into the Right to Read effort in New England.

The Commonwealth of Massachusetts, as a State Right to Read educational agency (SEA) with eleven local educational agencies (LEAs), participated in the first year of the New England Consortium training session activities which began at the University of

Rhode Island in August, 1973 and commenced in Northfield, Massachusetts in May, 1974. The goals of the Massachusetts Right to Read effort during 1973-1974 were threefold:*

- 1) To identify and train local directors in school systems to act as change agents who can make dramatic and substantial changes in a reading program.
- 2) To broaden the base of support and decision-making in order to include members of the community outside the educational establishment thereby increasing substantially community involvement and support.
- 3) To devise and administer needs assessment to determine strengths and weaknesses in the reading program of each of the LEA sites.

*from *Massachusetts Plan of Action*

In an effort to assess the goals of the Massachusetts Right to Read effort the Center for Field Research and School Services at Boston College was contracted with to examine the effects of the training sessions and the Massachusetts Right to Read effort during the 1973-1974 school year. Although it would have been advantageous to commence the evaluation of the Massachusetts Right to Read effort in September, 1973, this was not possible due to the following factors: 1) failure to appoint a Massachusetts State Director until October 15, 1973; 2) lack of guidelines for evaluation at the Consortium level; and 3) late notification of funding. These factors were resolved in time and the Center for Field Research and School Services developed an evaluation design in January, 1974 focusing on the following purposes:

- 1) To assess the extent to which Right to Read activities have been completed at the school district level.

- 2) To survey the problems encountered when attempting to complete these activities.
- 3) To assess the impact of the Right to Read effort within the school district.

This report reviews the training and organizational activities which occurred during the academic year 1973-1974 and discusses the outcomes of these activities. The purpose of this report is to assess the strengths, weaknesses, and impact of the Right to Read effort and to determine what progress has been made in the organization and implementation of Right to Read activities in Massachusetts.

Overview of The Massachusetts Right to Read Effort

The first year program for Right to Read was divided into four phases:

Phase 1: *Training LEA Directors* (6/30/73 to 8/29/73) included a three week workshop held at the University of Rhode Island in August, 1973, to be followed by 15 additional days of training throughout the 1973-1974 academic year. These training sessions were conducted by the New England Consortium with all five states participating.

Phase 2: *Organizing for Change* (8/30/73 to 12/29/73) included conducting a needs assessment, and establishing an in-house Task Force and Local Advisory Council.

Phase 3: *Implementing Staff Development* (12/30/73 to 3/29/74) included identifying the two most crucial needs as determined by the needs assessment, followed-up by activities at each site in an attempt to ameliorate these most pressing needs.

Phase 4: Evaluation (3/30/74 to 6/15/74) included assessment of the strengths, weaknesses and impact of Right to Read activities which occurred during the 1973 through 1974 school year. The four phases were delineated by the New England Consortium in their initial project proposal and were utilized by the SEA and some LEA directors when preparing their own time lines and Plans of Action.

The Local Educational Agency

School districts have unique organizational and personnel orientations which effect the educational programs within their communities; however, commonalities do exist between districts of comparable size. According to Table 1, which presents the number of elementary, secondary, remedial reading, and perceptually handicapped teachers as well as instructional aides at each site, the average number of elementary and secondary teachers at larger sites was 1,791 as opposed to 205 at smaller sites. In addition, the numbers of remedial reading and teachers of the perceptually handicapped between these two types of LEA sites presents further examples of the sizeable differences in their staffs. Proportionately, LEA sites also differed significantly in the number of students enrolled in their districts' schools. Based on the assumption that commonalities do exist between districts of comparable size, LEA sites were categorized according to whether they were smaller, more suburban, or larger, more urban in character.

Although twelve LEA sites were originally selected, one suburban site withdrew due to internal problems. Thus, the following

TABLE 1

DEMOGRAPHIC INFORMATION FOR LEA SITES

	Larger, more urban sites						Smaller, more suburban sites				
	Boston	Brockton	Framingham	Springfield	Worcester	Bedford	Mansfield	Norfolk	Needham	Spencer	Wakefield
No. Elementary Teachers	2,270	434	350	630	875	74	111	119	145	54	111
No. Secondary Teachers	1,927	480	432	727	831	96	46	114	230	--	128
Total Classroom Teachers	4,197	914	782	1,357	1,706	170	157	233	375	54	239
Remedial Reading Teachers	74	34	20	42*	30*	6	2	6*	9*	3*	11*
Teachers of Perceptually Handicapped	25	20	37	2	6	6	--	4	4	--	2
Instructional Aides paid and volunteer	479	135	175	185*	1,500*	46	10	28*	17*	2*	1*

*Figures presented are for the 1973-74 school year as reported by LEAs; all other figures represent demographic information from 1972-73 from the Massachusetts State Department of Education.

list is the classification of the eleven LEA sites according to their 1972-73 student populations from grades one through twelve.

1973-74 MASSACHUSETTS LEA SITES

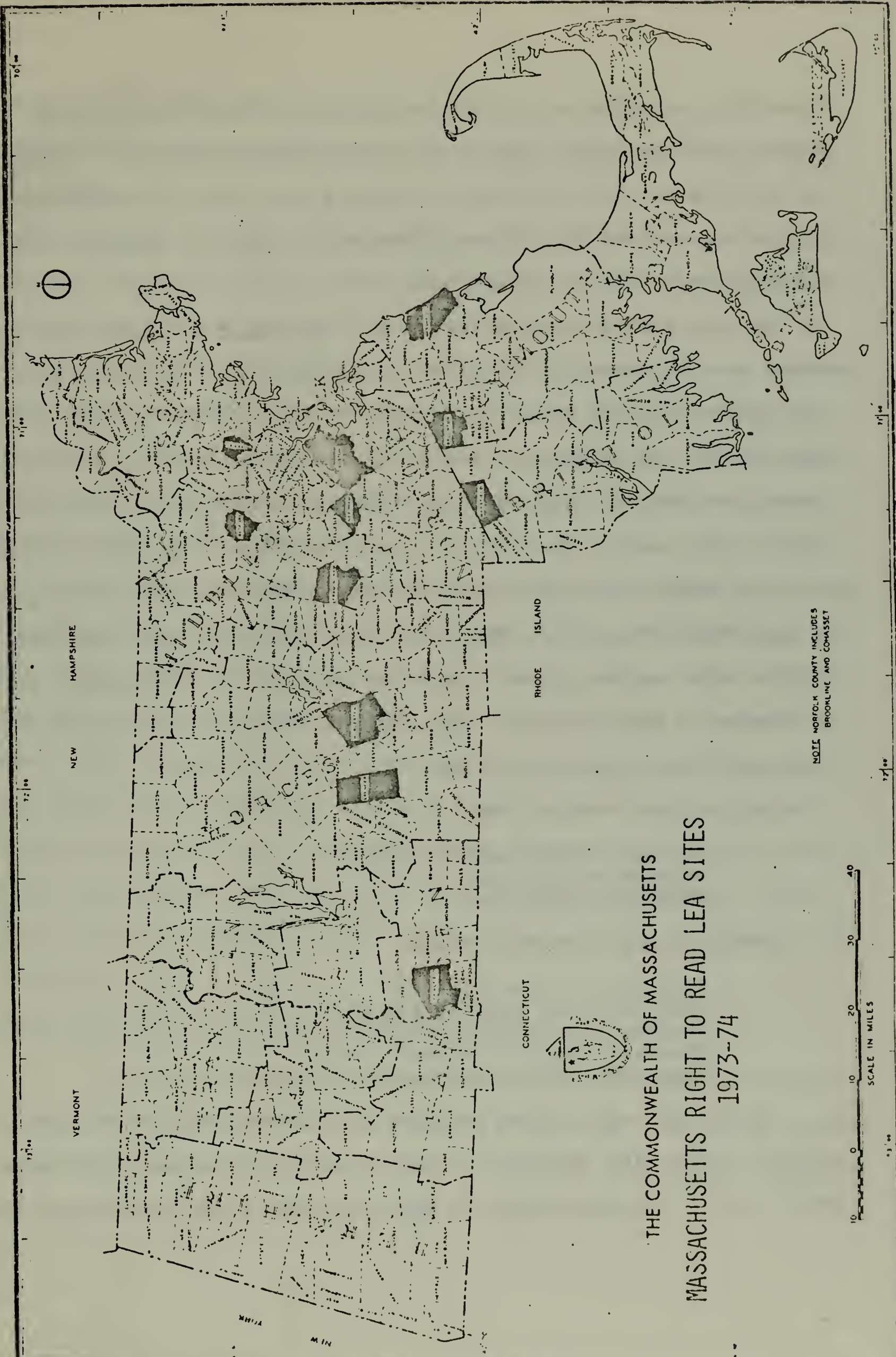
<u>Larger, more urban sites</u>		<u>Smaller, more suburban sites</u>	
<u>Site</u>	<u>No. students</u>	<u>Site</u>	<u>No. students</u>
Boston	96,160	Bedford	4,014
Brockton	19,981	Mansfield	2,748
Framingham	15,447	Marshfield	4,922
Springfield	30,360	Needham	7,530
Worcester	29,430	Spencer	1,479
		Wakefield	5,346

The mean number of students at larger, more urban sites was 38,276 and 4,340 at smaller more suburban sites, with a mean difference of 33,936 students between the two types of sites reflecting that difference in magnitude of size alone differentiated these two groups not only in the number of students but, consequently, in the size of the district staff needed to administer and teach these students.

LEA sites were selected according to three criteria: geographical location; representation from urban, suburban, and rural areas, and the appointed Right to Read director's expertise in reading. Geographical location was considered important to obtain representation from school districts across the state. Note the accompanying map depicting the geographical spread throughout Massachusetts of the eleven LEA sites.

The LEA Right to Read Director

The most crucial figure in the Right to Read model is the LEA



THE COMMONWEALTH OF MASSACHUSETTS
MASSACHUSETTS RIGHT TO READ LEA SITES
1973-74

NOTE: NORFOLK COUNTY INCLUDES
BROOKLINE AND COMASSET

SCALE IN MILES
0 10 20 30 40

director who serves as the prime liaison with the New England Consortium, the state and the local educational agency. In selecting the LEA director the basic criteria consisted of reading expertise as defined by 18 credit hours, or more, in reading courses. All LEA directors met this criteria.

In their first year efforts, all LEA directors were working under two constraints: time and responsibility. The most crucial constraint was that in addition to being Right to Read directors, with the exception of one large site whose director spent 50% of her time on Right to Read, they also held full time positions within their school districts. Their position as a Right to Read director was an auxiliary position and their time spent on Right to Read was primarily on their own time for which they received little or no release time, little or no clerical assistance, and no financial remuneration. LEA directors held the following positions in their school districts:

Larger, more urban sites:

Directors of Reading (K-12)	3
Department Chairman	1
Reading Specialist	1

Smaller, more suburban sites:

Director of Reading	1
Supervisor of Reading and SLD	1
Reading Consultant	1
Remedial Reading Teacher (1-5)	1
Classroom Teacher (1st and 5th grades)	2

As can be seen in the position breakdowns between larger and smaller sites, 100 percent of LEAs in larger LEA sites held major positions of responsibility in their reading programs where 50 per-

cent of participants from smaller sites held similar positions and the other half held lesser positions in their site's reading programs.

The mean length of time spent on the job in the above mentioned positions was 4.6 years with only one LEA Director experiencing his first year in a school system. Therefore, it can be assumed that LEA directors were sufficiently aware of and involved with district activities and personnel to be able to take on a leadership role in bringing the Right to Read effort to their sites and communities, regardless of the positions already held within their school districts.

The second constraint was that LEAs were not notified of their acceptance into the Right to Read effort until the day before the NEC summer training program began in August, 1973. Until attending the initial training session LEA directors were unaware of what their responsibilities would be as Right to Read directors and what their commitment was as a Right to Read site. A resulting problem was that sites had already planned their reading and staff development activities for the 1973-74 school year. The Right to Read component added another dimension to an already full schedule.

Perceived Role of Right to Read Directors

LEA directors generally viewed their role as one to maintain communication between the New England Consortium, the State Department of Education, their school and community, and to gain support and participation in the LEA Right to Read effort.

Reading directors expressed the opinion that being a Right to Read director was synonymous with their existing position and that the goals and objectives of the Right to Read effort "fit in nicely with department objectives to improve the school reading program." The majority of other LEA directors viewed their role as one of coordinating reading efforts in the community and one of being a facilitator of change.

One of the two elementary classroom teachers who acted as a Right to Read director in a small, more suburban site felt the constraint of not being in a position of authority within her district. This situation was conveyed as follows: "I would like to make suggestions but feel uncomfortable...would like to be included in future plans but am not." In contrast, the second classroom teacher, also from a smaller site, who had the full support of the Superintendent viewed her role as a Right to Read director as "a messenger from the Consortium and State to the community and school as well as from the staff to administration....to maintain communication with other local directors in order that we may continue to assist one another....because of my unique opportunity for communication outside the community, I should be able to advise concerning in-service efforts and appropriate steps in our efforts toward excellence....to gain community support and participation in Right to Read endeavors."

It is easy to assume that a Right to Read director in a position of authority within his district is going to be more able to effect change than someone who is in a lower position of authority. Also, the contrast between the two classroom teachers

demonstrates that if an LEA director has the support and backing of his administration, staff, and community he will be able to effect change regardless of what position he is in.

SECTION II

ORGANIZATIONAL ASPECTS

The Right to Read Time Line

An essential component of federally funded projects is the time line which is a guideline to monitor the progress of program activities. During its first year the Massachusetts Right to Read effort experienced the reality of developing its program under several organizational constraints. One important factor was that of coordinating eleven larger and smaller school districts throughout the state.

Table 2 graphically shows the month of completion for activities specified in the SEA/LEA contract under phases one and two as reported by LEA directors. Sites are broken down by their classification of larger, more urban sites and smaller, more suburban sites. Four major phases are delineated in the first year Right to Read effort of the New England Consortium.

Phase 1: *Preparing Right to Read Directors (6/30/73 to 8/29/73)*

- a. Orientation to Consortium goals and objectives
- b. Research Utilizing Problem Solving (RUPS)
- c. Strategies and concepts of needs assessment

Phase 2: *Organizing for Change (8/30/73 to 12/29/73)*

- a. Organizing the Advisory Committee
- b. Conducting the needs assessment
- c. Planning for staff development

Phase 3: *Implementing Staff Development (12/30/73 to 3/29/74)*

- a. Initiating local in-service programs
- b. Assessing progress toward objectives

TABLE 2

MEAN COMPLETION DATES FOR SMALLER(S) AND LARGER(L) LEA SITES
OF THE ORGANIZATIONAL ASPECTS OF THE MASSACHUSETTS RIGHT TO READ EFFORT
1973 - 74

Phase Activity	L S	Phase 1				Phase 2				Phase 3				Phase 4			
		N	J	A	S	O	N	D	J	F	M	A	M	J			
Phase 1.1 Designate an individual as the LEA reading director	L 5 S 6			<input checked="" type="checkbox"/>													
1.2 Appoint LEA Right to Read director	L 5 S 6			<input checked="" type="checkbox"/>													
1.3 Authorize the LEA Right to Read director to attend NEC training sessions	L 5 S 6			<input checked="" type="checkbox"/>													
Phase 2.1 Adopt a formal resolution affirming Right to Read as a priority	L 4 S 5				<input checked="" type="checkbox"/>												
2.2 Authorize establishment of an LEA Right to Read Task Force	L 5 S 6							<input checked="" type="checkbox"/>									
2.3 Adapt NEC Right to Read instruments to local needs	L 4 S 5							<input checked="" type="checkbox"/>									
2.4 Administer assessment instrument	L 4 S 5							<input checked="" type="checkbox"/>									
2.5 Analyze needs assessment results and identify priorities	L 4 S 5								<input checked="" type="checkbox"/>								
2.6 Develop LEA Plan of Action	L 4 S 5									<input checked="" type="checkbox"/>							
2.7 Develop LEA Time Line	L 3 S 4							<input checked="" type="checkbox"/>									
2.3 Authorize establishment of a local advisory committee	L 3 S 5									<input checked="" type="checkbox"/>							

Phase 4: *Evaluating and Projecting* (3/30/74 to 6/15/74)

- a. Completing outside evaluation
- b. Developing proposal/budget for 1974-1975

As displayed in Table 2, larger sites needed more time to organize, develop and carry-out the organizational activities of the Right to Read effort than smaller sites. Discrepancies in completion time were due, in large part, to the role of the Right to Read director as being an auxiliary position to an already demanding schedule. Although the majority of reading directors from large sites perceived their role as being synonymous with Right to Read, it was those Right to Read activities which were not part of their regular activities (i.e., establish a Task Force and Advisory Council, develop a Plan of Action, etc.) where discrepancies were most apparent.

Phase 1 activities -Preparing Right to Read Directors -were completed according to the projected time line. Smaller sites took less time to complete the majority of activities under Phase 2 -Organizing for Change - than did larger sites, especially in completing their Plan of Actions and Time Lines. It is also important to note that phases three and four -Implementing Staff Development and Evaluating and Projecting -are discussed in the ensuing sections. The reason for not summarizing the data as under phases one and two is because such information was not available for a number of LEA sites. Average completion times would have been meaningless because some sites did not make sufficient progress to complete these activities due to factors discussed in the next section.

Problems Encountered in the Completion of Organizational Activities:

Phases 1-2

The problems following were encountered by larger and smaller districts when organizing for change as Right to Read sites as reported by local directors.

Phase 1: Designating and Training LEA Directors

1.1 Designate an individual as the LEA reading director.

Larger, more urban districts: One director felt that the Reading Coordinator or Director and the Right to Read director should be the same person. However, due to late notification of acceptance prevented the Reading Coordinator from attending the NEC summer training session and necessitated appointing a substitute who acted as the Right to Read director.

1.2 Authorize the LEA Right to Read director to attend all NEC training sessions.

Smaller, more suburban districts: One classroom teacher for the summer training program had to be released from teaching summer school and during the year release time from the classroom required extra planning and necessitated the District's hiring a substitute.

Phase 2: Organizing for Change

2.1 Adopt a formal resolution affirming reading as a priority.

Smaller, more suburban districts: Initially information was hazy due to short notification; however, was acted on after the summer training session. Another stated that they did not adopt a formal resolution for "reading has always been a priority."

2.2 Authorize establishment of an LEA Right to Read Task Force.

Smaller, more suburban districts: At one site all invited members were concerned with the time commitment which would be involved. A second site needed to initiate alternatives whereby Task Force members could respond to questionnaires rather than hold numerous meetings.

2.3 Adapt NEC needs assessment instrument to local needs.

Smaller, more suburban districts: One site required release time for Task Force members.

2.4 Administer needs assessment instrument.

Larger, more urban districts: The paper freeze prohibited one site from duplicating the instrument, necessitating administration to only a sample of teachers. Another site encountered resistance to filling it out and criticism of the instrument from teachers.

Smaller, more suburban districts: In one site many teachers were reluctant to give time to fill it out and in another, presentation to their total staff following the time line created some threat and negative reactions. The latter felt that more time is needed to build prior commitment by staff before administering.

2.5 Analyze needs assessment results and identify priorities.

Larger, more urban districts: One director had no clerical assistance and had to do it all himself. Another director stated that the needs assessment data was inconsistent with the true state of affairs.

Smaller, more suburban districts: One LEA felt training for the needs assessment aspect had been inadequate. This same LEA felt that the threat of administering the instrument and negative reactions prevented valid results.

2.6 Develop LEA Plan of Action.

Larger, more urban districts: One director stated that demands on time made writing the plans difficult and the complexities were such that many plans had to be developed for simultaneous implementation. Again, one director had no clerical help and another stated that one more segment of the Plan of Action had yet to be worked out.

Smaller, more suburban districts: One LEA director needed additional time to complete during the program's second year.

2.7 Develop LEA Time Line.

Larger, more urban districts: One director did not realize this was necessary.

Smaller, more suburban districts: Developing the time line was no problem. Adhering to it posed conflicts with meetings scheduled as far back as June of 1973. Another LEA could not see the value of a time line with little input into actual functions.

SECTION III

NEEDS ASSESSMENT AND STAFF DEVELOPMENT ACTIVITIES

The Needs Assessment Instrument and Results

The Criteria of Excellence developed by the New England Consortium Committee are twenty-six statements of conditions by which to recognize and/or build a success-oriented reading program. The statements encompass five major areas:

- A. Community and School Climate
- B. Organizing and Managing a Reading Program
- C. Staffing a Reading Program
- D. Selecting and Utilizing Materials
- E. Fostering Reading Interests

From the Criteria of Excellence evolved the needs assessment instrument (NAI) which each LEA was to administer throughout his school district to obtain base line data on the reading program. In, addition, this information was to be used by LEA directors to assess their reading programs and to determine their areas of need as well as to provide a means to ensure continuity within the entire reading program. Since the NAI focused on reading programs in general, LEAs were encouraged to adapt the instrument to meet the reading goals and needs at their own sites. The LEA director was to utilize his local in-house Task Force to review the Consortium NAI and to modify it to reflect more appropriately their own district's reading program. Also, LEAs could exercise the discretion in using an alternative needs assessment approach.

Of the eleven LEA sites: one large and one small utilized data from prior needs assessments, one large and one small site

used the Consortium NAI instrument without modifications, and three large and four small sites representing 67 percent of the LEAs adapted the Consortium instrument to the needs of their particular sites as determined by their in-house Task Force Committees. The one smaller site who used the Consortium instrument without modifications did so because it's teacher Task Force could not give adequate time necessary to construct a modified NAI.

It was not efficient for larger sites to administer the NAI to their entire staff. Consequently, a sample of staff was selected from their total populations. The sampling procedures utilized by LEA sites are illustrated in Table 3.

Table 3

PERCENTAGE OF STAFF ADMINISTERED
THE NEEDS ASSESSMENT INSTRUMENT AT LEA SITES

	Larger sites				Smaller sites				
	A	C	D	E	F	G	H	I	K
Administrators		100		100		100	100	25	
Teachers: Elementary		90	1						
Middle School	25	75	.05			100	98	25	100
High School		60							
Reading Staff	100				100				
SLD Staff					100				
Librarians: School									
Public		100							
	*		*			*	*	*	

*Utilized computer services of the Center for Field Research and School Services at Boston College for summarization of NAI results.

In contrast to larger sites, the majority of smaller sites administered the NAI to their entire teaching staff. The one site administering the NAI only to its' reading and special learning disabilities staff in grades K-6 projects total staff administration in 1974-75. It should also be noted that not only were the NAI results summarized for the total district in site C, but each individual school's results were summarized and reported to each school along with suggested recommendations.

Each LEA was to summarize the results of the 26 conditions from the Criteria of Excellence into a Needs Assessment Report. Means were computed across seven LEA sites (four large and three small sites) submitting a NAI Report which are presented in Table 4. Such means can range from one to four with one representing the lowest rating and four the highest rating.

It is evident from Table 4 that Right to Read sites set the following priorities in terms of the five major areas of a reading program:

- Highest - 1. Organizing and Managing a Reading Program
- 2. Staffing a Reading Program
- 3. Selecting and Utilizing Materials
- 4. Community and School Climate
- Lowest - 5. Fostering Reading Interests

In addition, 19 of the 26 conditions fell at or above the mean for all sites. Overall, reading programs at LEA sites were perceived by administrator and staff as meeting their needs. However, the response range indicates that between LEA sites there is a dispersion in their needs. Only one condition displayed no variance with a mean for all sites of 3.0: materials in both classrooms

TABLE 4

MEAN RANK ORDERING OF LEA NEEDS ASSESSMENT RESULTS

<u>Condition</u>	<u>Mean</u>	<u>Range</u>
A. Community and School Climate	(Low =1, High =4)	
	N=7	
Whole school atmosphere reflects commitment to the importance and enjoyment of reading	3.14	2-4 *
Classroom climate reflects respect for and support of each child's progress in reading	3.00	2-4
Entire community views reading as an important activity in each individual's life	2.86	2-4
Entire community actively contributes to and supports school reading program	2.43	2-3 **
Average climate =	2.86	
B. Organizing and Managing a Reading Program		
Evaluation component of reading program provides the data necessary for describing the current status of achievement in reading and measuring progress	3.00	2-4
Language arts program is integrated, each component supporting all other components	3.00	2-4
Continuous progress organization of the reading program is in operation	2.86	2-4
There is articulation and coordination of the reading program throughout all administrative units of the school system	2.86	2-3
All content area teachers are teaching the skills necessary to the effective reading of their own instructional materials	2.86	2-3
Reading program recognizes and accomodates the needs of sub-populations	2.71	1-3

<u>Condition</u>	<u>Mean</u>	<u>Range</u>
Reporting system is designed to interpret a child's reading progress to his parents	2.57	1-4
Organizational patterns within classrooms and in the school as a whole meet the needs of all segments of the school population	2.43	1-3 **
School system provides reading instruction for adults	2.14	1-4 **
School system has program of education for parents (or other adults responsible for children) with special emphasis on parents of preschoolers	1.57	1-3 **
Average org. and mgnt. =	2.60	

C. Staffing a Reading Program

Board of education actively seeks candidates with preparation in the teaching of reading when filling new positions	3.00	2-4
Board of education has designated someone within school system who has the central office support, responsibility, and time for development and maintenance of a quality reading program	3.00	1-4
There is a continuous program of staff development	2.57	1-4
Local board of education has established an incentive program for teacher in-service education in reading	2.43	1-4 **
School system has a cadre of trained volunteer reading helpers	2.14	1-4 **
Average staffing =	2.63	

D. Selecting and Utilizing Materials

Materials in both classrooms and media centers are selected to accomodate the wide range of reading interests of the pupil population	3.00	3
---	------	---

<u>Condition</u>	<u>Mean</u>	<u>Range</u>
Materials in both classrooms and media centers accomodate the varying learning styles of the pupil population	2.86	2-3
School system maintains a library of carefully selected and frequently updated professional media	2.71	2-3
All textbooks and other materials are appropriate to the instructional level of students using them	2.71	1-3
School media center meets the ALA-NEA standards	1.86	1-3 **
Average materials =	2.63	
E. Fostering Reading Interests		
School reading program recognizes the importance of personal independent reading and promotes this in a variety of ways	3.14	3-4 *
The public library promotes reading among all segments of the population	3.14	3-4 *
Average reading interest =	3.14	
* Lowest priority ratings (above 3.0) ** Highest priority ratings (below 2.5)		

and media centers are selected to accomodate the wide range of reading interests of the pupil population.

Two conditions under Fostering Reading Interests concerning the promotion of independent reading and of the public library and one condition under Community and School Climate concerning the schools' commitment to reading reflect the three conditions which received the highest overall mean ratings. Two of the conditions which received the lowest overall ratings were: 1) the school system has a program of education for parents (or other adults responsible for children) with special emphasis on parents of preschoolers and 2) the school media center meets ALA-NEA standards. Other needs which received low priority are as follows: that the school system provides reading instruction for adults, that the school system has a cadre of trained volunteer reading helpers, that the entire community actively supports the reading program, and that the organizational patterns meet the needs of all segments of the school population.

Prioritizing Needs

Needs receiving a rating of "1" or "2" on the needs assessment instrument were to be rank-ordered and then the top three to five needs were to be prioritized using the Force Field Analysis Method from the Research Utilizing Problem Solving (RUPS) process. This method allows one to diagram the counterbalancing forces for and against a goal or need which are maintaining a situation at a particular time. Force Field Analysis was used to determine within a district a priority of needs which could be worked on most immediately in terms of time and the availability

of resources. The top two priorities were to be incorporated into the LEA Plan of Action and were the criteria from which staff development activities and other Right to Read activities would evolve.

There was little continuity among sites regarding their first and second priorities. The following list of the first two priorities from larger and smaller LEA sites show the diversity of needs among the eleven sites.

Priorities established by larger LEA sites were:		<u>Level</u>
A.	1. Diagnostic Prescriptive Teaching	4-6
	2. Techniques for Individualized Instruction	1-12
*B.	1. Coordinated Reading Program	K-12
	2. Staff Development	K-12
C.	1. Continuous Program of Staff Development	9-12
	2. Adult Literacy Program	Adults
D.	1. Staff Development	K-12
	2. Communication to staff of programs and services already in existence	K-12
**E.	1. Workshop in Reading for administrators to build support and supervision for program	Admin.
	2. Staff Development, especially content teachers	7-12

Priorities established for smaller LEA sites were:

***F.	1. Redirect role of remedial reading teachers from remediation to resource or consultant role	Rdg.
	2. Development of Resource Center	Rdg.
G.	1. Volunteer Program	1-6
	2. Reading in the Content Areas	4-5
H.	1. Continuous Progress	1-5
	2. Volunteer Program	1-8
I.	1. Continuous Progress	1-6
	2. Reading in the Content Areas	7-12

		<u>Level</u>
*J.	1. Staff Development	K-8
	2. Volunteer Program	K-8
K.	1. Individualization for Continuous Progress	K-12
	2. Evaluation and Record Keeping	K-12
	* Priorities established from prior needs assessment	
	** NAI administered to administrative staff only	
	*** NAI administered to reading and SLD staff only	

As can be seen in the listing of established priorities, seven or 70 percent of larger, more urban sites and six or 50 percent of smaller, more suburban sites cited either staff development or some specific area for reading improvement requiring staff development as their first or second priority. In addition, three or 25 percent of smaller sites rated Volunteer Programs as high priorities. The remaining six most important priorities of LEAs were distributed over a variety of areas related to coordination of already existing reading programs.

The Plan of Action

The Plan of Action is a local planning proposal which evolves from the prioritized needs and is directed towards achieving the twenty-six conditions of the Criteria of Excellence. This plan can further serve as an instrument for LEAs to assess to what extent they have progressed in meeting their district's most immediate reading needs. The Plans of Action were written by LEA directors in a variety of formats and in varying degrees of comprehensiveness. A recommended format for preparing the Plan of Action was suggested by the SEA director which consisted of presenting an overview of the LEA Right to Read effort and a work statement delineating specific LEA activities under each of the four program phases.

Two of the larger and four of the smaller LEA directors followed this format.

The major problem encountered in completion of the Plans of Action was that of time due to LEAs' demanding schedules within their districts. One LEA from a large site did not write a Plan of Action and another LEA director from a small site who did not write a Plan of Action due to personal as well as organizational difficulties within her district requested an extension into the 1974-75 academic year to complete Right to Read activities.

LEA Staff Development Activities

Based on prioritized needs, LEA sites were to plan, organize and implement a program or activities for their staff which reflected the most immediate reading needs of the district. Staff development activities at each site have been summarized according to: 1) staff development activities which were directly funded by the Massachusetts Right to Read effort, 2) locally funded staff development activities brought about by the LEA Right to Read effort, and 3) other locally funded staff development activities which are supportive of the LEA Right to Read effort. Direct funding through the Massachusetts Right to Read program to individual sites was limited; therefore, the second and third categories were included to determine the extent of the impact of Right to Read activities at LEA sites. Due to the number and variety of activities at LEA sites, a

description of each site's activities is reported for the 1973-74 school year. Prioritized needs at each site initiate the summaries of LEA activities in order to facilitate ease in pairing staff development activities with stated needs.

Larger Sites

Needs and Activities

- A. Prioritized Needs: Diagnostic prescriptive teaching (4-6)
Techniques for individualizing instruction (1-12)

Staff development activities funded through Right to Read.

Materials were funded for 72 four through six grade students to be utilized in the Fountain Valley pilot program reported under locally funded activities below.

Locally funded staff development activities brought about by Right to Read.

The Fountain Valley Teacher Support system in reading will be implemented as a pilot program in grades four through six in six schools as a means to strengthening the entire reading program. It is the opinion of the LEA director that the establishment of this system will enable implementation of those areas of concern indicated by the needs assessment.

Other locally funded staff development activities supportive of Right to Read.

Five out of ten district-wide meetings throughout the school year were devoted to the improvement of reading. These meetings were prepared by the Director of Reading who is also the LEA Right to Read Director.

B. Prioritized Needs: Coordinated Reading Program (K-12)
Staff Development (K-12)

Staff development activities funded through Right to Read.

In-service training for all system reading specialists to redirect the role of the remedial reading teacher into one of a resource person planned for the Fall, 1974.

Locally funded staff development activities brought about by Right to Read.

Six in-service courses were offered through the Department of Reading during February to May, 1974. These courses were taught by professors of reading from local college and university Schools of Education.

Continuous Progress Reading programs to be piloted in two elementary, two middle, and two secondary schools in six geographical areas of the system in the Fall, 1974.

Other locally funded staff development activities supportive of Right to Read.

A school-wide staff development and reading project was implemented in what was considered the most explosive junior high school in the system.

During Right to Read month the school system hosted along with the New England Reading Association a walk-in early evening conference at a local resource center.

C. Prioritized Needs: Continuous Program of Staff Development
(Middle School)
Adult Literary Program

Staff development activities funded through Right to Read:

Middle school teachers and approximately half of the elementary teachers from five schools attended five, two hour

workshop sessions conducted by Educational Collaboratives for one credit. The workshop dealt with: 1) changing the role of the reading person from one of remediation to that of a resource and consultant role, and 2) participants made and gained ideas for content area games and materials.

During Fall, 1974, plan to train 20 volunteers through the Literacy Volunteers of Worcester in four sessions of two and a half hours each. The volunteers will be matched with 20 adults from the community who will work in the public library.

Locally funded staff development activities brought about by Right to Read.

One middle and one high school with approximately 40 teachers in each received in-service training which stressed the importance of reading in the content areas conducted by Dr. Murray and in English and Social Studies conducted by Dr. Diane Lapp, Boston University.

Materials workshops for elementary teachers in which materials were provided to teachers for different learning styles.

Five middle school reading teachers were given afternoon release time after January, 1974, to visit other reading programs in order to organize a resource program coordinating reading at the middle school which utilizes the classroom teacher in a team with the reading person becoming more of a resource person.

One of two high school reading teachers received morning release time to locate and plan a program for middle school students in need of special reading help in grade nine, especially

reading in the content areas. During 1974-75, 70 ninth grade students in groups of ten will be receiving reading assistance in a Reading Center-type arrangement.

Other locally funded staff development activities supportive of Right to Read.

150 volunteers were trained in ten sessions by the Reading Department to be reading tutors in district elementary schools.

Public and school library coordination of services to strengthen reading services provided by the libraries as well as to encourage publicity of programs.

D. Prioritized Needs: Staff Training (K-12)
Communication to staff of programs and services already in existence.

Staff development activities funded through Right to Read.

A workshop for 16 teachers from one elementary school which concerned regrouping and individualization in a reading program.

Other locally funded staff development activities supportive of Right to Read.

The above workshop was one in a series of on-going special workshops to meet the particular needs of teachers. Workshops averaged four to eight weeks in length and were held after school. One such workshop paid Junior High School teachers to develop and make materials for the content areas, with an emphasis in the sciences.

E. Prioritized Needs: Workshop in reading for administrators to build support and supervision for the reading program.
Secondary Staff Development, especially content area teachers.

Staff development activities funded through Right to Read.

In-service workshop for 50 building administrators and their reading resource teachers was held during June, 1974 to obtain the support of principals in the reading program. The workshop was conducted by Dr. William Furlong, Director of Reading Services, Educational Services Division of the General Learning Corporation, Washington, D.C.. The result of this workshop was an evaluation checklist for administrators and principals to use in assessing the teaching of reading in the classroom.

Other locally funded staff development activities supportive of Right to Read.

On-going staff development had been planned prior to 1973-74 including 17 in-service courses in the Fall and 19 during the Spring. In addition, Title I offered approximately one reading workshop per month for teachers and aides.

Smaller Sites

F. Prioritized Needs: Redirection of reading teachers role
 Development of Resource Centers

Staff development activities funded through Right to Read.

Twenty-one reading and special learning disabilities personnel were trained through the Institute for Differentiated Learning, Newton Lower Falls, Massachusetts, in six sessions meeting for two and a half hours once a week. The major purpose was to redirect participants' roles from remediation to a resource or consultant role through providing strategies for entry

into classrooms through the introduction of alternative materials and methods of instruction.

Locally funded staff development activities brought about by Right to Read.

Implementation of a continuous progress organization in reading was another need resulting from the needs assessment. Beginning in the Fall, 1974, The Fountain Valley Teacher Support System will be piloted in an effort to meet this need.

G. Prioritized Needs: Volunteer Program (1-6)
Reading in the Content Areas (4-5)

Staff development activities funded through Right to Read.

In April, 1974, the Volunteer Tutor Program was implemented and training was provided to twenty volunteers who tutored in reading for a minimum of two hours a week.

Locally funded staff development activities brought about by Right to Read.

The Right to Read Director conducted an in-service discussion to better coordinate reading skills in the content areas.

Other locally funded staff development activities supportive of Right to Read.

Two staff development programs which had been planned prior to Right to Read were, according to the LEA director, helpful to the Right to Read effort. One program at the elementary level trained teachers in open education. This program was conducted by Mr. Thomas Walpert from Bridgewater State College. The second was aimed at the Middle School where Dr. Robert McCarthy from Rhode Island spoke on recommendations for change in middle school programs.

H. Prioritized Needs: Continuous Progress (1-5)
Volunteer and Adult Literacy Programs

Staff development activities funded through Right to Read.

Two five week in-service workshops were conducted in the Spring, 1974: 1) Reading skills in the classroom was conducted by Dr. Rita McLaughlin, Worcester State College, for Kindergarten through fifth grade teachers, and 2) Reading skills in the content areas for middle and junior high school teachers was conducted by Sr. Josephina, Worcester State College. Reading program priority needs were planned, organized, and implemented through the in-house Task Force which worked on a Continuous Progress Program and a Volunteer Tutor Program and the Local Advisory Council which implemented an Adult Literacy Tutor Program in the community.

I. Prioritized Needs: Continuous Progress (Primary)
Reading in the Content Areas (Middle
and Secondary)

Staff development activities funded through Right to Read:

Initiating Fountain Valley Teacher Support System to one teacher at each grade level (K-6) in three schools to begin in the Fall, 1974.

Locally funded staff development activities brought about by Right to Read.

Development of reading record cards to be utilized with three basal reading series and a wide variety of supplementary materials to begin implementation of a continuous progress reading program.

Three adult summer workshops were conducted: 1) course in speed reading, 2) training program for volunteer tutors who had not been available for training during the school year, and 3) program for high school drop-outs.

Other locally funded staff development activities supportive of Right to Read.

Continuation of content area in-service consisting of demonstration lessons and one-day workshops.

J. Requested a continuation to complete Right to Read activities during 1974-75.

K. Prioritized Needs: Continuous Progress-Individualization (K-12)
Evaluation and Record Keeping (K-12)

Staff Development activities funded through Right to Read.

A system-wide Right to Read workshop was held on January 25, 1974 for the entire school staff, volunteer reading tutors, local Advisory Committee members, and local school committee members. The workshop goals were "to provide specific information which could be used immediately by classroom teachers, to demonstrate staff needs and, primarily, to create interest, enthusiasm, and a sense of responsibility for reading instruction and creation of pupil interest by all staff members." (from *LEA Plan of Action*). The Superintendent of Schools, the Massachusetts SEA Director, and the LEA Director began the workshop, followed by Dr. Olive Niles, representative to the New England Consortium from Connecticut Department of Education, as the keynote speaker. Morning and afternoon mini-workshops were conducted with a variety of topics and speakers:

<u>Workshop</u>	<u>Speaker</u>
Reading-Diagnosis and Pre- scription	Dr. Daniel Dramer Hofstra University
Reading at the Primary Level	Dr. John Savage Boston College
Reading at the Intermediate Level	Dr. Diane Lapp Boston University
Diagnostic Reading Techniques	Dr. Kenneth Sennett Brockton Public Schools (LEA Director)
Reading in the Humanities Content Area	Dr. Olive Niles Connecticut State De- partment of Education (NEC Representative)
Reading in the Technical Content Areas	Dr. William D. Finan Needham Public Schools (LEA Director)

Following the all-day workshops, Saturday morning sessions were held with total administrative staff and key reading personnel from each school meeting with Drs. Niles and Dramer. The consultants provided help with specific problems and situations and provided input and recommendations for procedures to be undertaken during the next three years in the K-12 reading program.

A participant evaluation questionnaire was completed by elementary, junior high and senior high school teachers to assess workshop purposes and content and to gather information on reading areas to be considered in planning for future in-service staff development activities. Table 5 presents percentages of teacher responses concerning the general impact of this workshop. Participants were further asked to comment on and provide suggestions on reading areas which should be developed further.

TABLE 5

PERCENTAGES OF ELEMENTARY, JUNIOR HIGH AND SENIOR HIGH SCHOOL
TEACHERS EVALUATION RESPONSES TO PEADING IN-SERVICE DAY

I. <u>Workshop Purposes Achieved To What Degree?</u>	Very Much So	To Some Extent	Not at All
a. To develop new concepts of the topic	51	45	05
b. To exchange information and ideas	53	41	05
c. To introduce needed competencies and skills	56	39	05
d. To support professional development	72	26	03
e. To identify new sources of assistance	37	55	08
f. To promote additional approaches to instruction	54	42	04
II. <u>Workshop Subject Matter</u>	Yes	To Some Extent	No
<u>The subject matter of the sessions:</u>			
a. was well-balanced between theory and fact	68	29	03
b. provided new information	61	35	03
c. was too general for my purposes	14	25	61
d. was on too basic a level	05	17	78
e. was valuable for practical application	60	32	09
f. provided specific ideas	67	28	05
g. was too theoretical	07	21	71
h. was too complex	01	14	85
i. will help me perform more efficiently	51	43	07
j. was pertinent to my interests	67	26	07

A wide variety of responses were gathered with reading in the content areas receiving the greatest emphasis from teachers at all levels. Elementary teachers were also concerned with classroom management.

Locally funded staff development activities brought about by Right to Read.

Directly resulting from and following-up on suggestions from the January Right to Read workshop, three in-service workshops were held for five two-hour sessions during May and June, 1974, with participants receiving one unit of in-service credit. For elementary teachers the course title was "Classroom Management and Organization for Reading" with Dr. John Savage, Boston College, as the instructor. A second course entitled "Small Group and Individualized Instruction within Heterogeneous Groups" for primary and intermediate teachers was headed by Dr. Maurice Kaufman, Northeastern University, and by Dr. Thomas Culliton, Boston University, for secondary teachers.

One monthly school-wide in-service workshop was devoted to sharing of reading materials sponsored by the Sequence of Skills Committee.

Summer reading program for elementary students to strengthen reading skills.

Summer diagnostic reading program to bridge the gap between sixth grade and Junior High School for students with diagnosed reading problems. Students will be followed-up during the 1974-75 school year by reading teachers who are providing special activities and assistance.

Summer project to develop skill carts suggested by Dr. Daniel Dramer during the January workshop. The skill carts are rolling files of paper-type activities separated according to specific skills. Two carts were completed: 1) Reading in the Intermediate Content Areas (4-6), and 2) Study Skills (7-12).

It is evident that workshops and activities initiated and funded through the Right to Read program did result in a variety of reading program innovations. One large and one small site provided in-service training to their reading staff on redirecting the role of the reading person from one of remediation to that of a resource-consultanting role. A second large site will provide similar in-service training during the Fall, 1974. One large and one small site utilized Right to Read funding to assist them in piloting the Fountain Valley Teacher Support System which will be implemented in the Fall, 1974. In another small site a Volunteer Reading Tutor program was put into action and an Adult Literacy Program will begin in another large site in the Fall of 1974.

In-service workshops were held in two large and small sites. One workshop was conducted system-wide for one whole day with six mini-workshops relating to specific reading needs requested by K-12 teachers. The result of another workshop was an Evaluation Checklist to be used to assess the teaching of reading in the classroom.

It should also be noted that a number of activities which evolved directly from the LEA Right to Read effort received local funding and support. Relating to Continuous Progress Program

activities in reading, one large site will pilot such a program in six of its schools at all levels during 1974-75, Reading Record Cards have been developed in one small site to be used with three basal series, and yet another small site will pilot Fountain Valley in the Fall, 1974. In-service courses were held in the Spring in two large and one small sites to better meet their teachers' and districts' reading needs. It is important to note that the small site's in-service was a direct follow-up of their earlier system-wide workshop. Further release time was given to middle school reading teachers at a large LEA to visit other middle school reading programs and to a High School reading teacher to plan a program for ninth grade students in 1974-75 who are in need of special reading help.

Once again it is possible to discern differences between larger and smaller sites in the time it takes them to implement new programs. A higher proportion of larger LEA sites will not be beginning their staff development activities until the Fall, 1974. However, in those sites piloting the Fountain Valley Teacher Support System it was a matter of ordering and waiting for the arrival of materials.

It should also be readily apparent from the discussion of Right to Read funded and locally funded staff development activities that one large and small site were unusually productive in the number and types of activities which were initiated in their school systems. The LEA Director at the large site spent 50% of her time on Right to Read, where the small site's director was

a first grade classroom teacher. The major factor which differentiates these two sites from the nine others is that they have the full support of their Superintendent of Schools and consequently, the backing of their school systems. Although the Right to Read effort in the remaining sites also had the support of the administration and staff it was one of many other special projects the districts were involved in and, again, time and other district responsibilities were major factors in the extent to which Right to Read activities could be successfully completed. An additional problem for several LEA directors, particularly at larger sites who viewed the role as LEA director synonymously with that of the Director of Reading, was that of being able to distinguish between their on-going reading program activities and those which were directly a result of Right to Read.

SECTION IV

SCHOOL PERSONNEL AND COMMUNITY INVOLVEMENT IN THE RIGHT TO READ EFFORT

An important aspect of the Right to Read Effort is the involvement, internally, of district staff at all levels through an in-house Task Force and, externally, of local community members and organizations through a Local Advisory Council established by the LEA director. It was anticipated that these two groups would play two crucial roles in the LEA Right to Read effort: to perform tasks to assist the LEA director in carrying out Right to Read activities and to serve as a communications link with school personnel and with the community.

Composition of the LEA In-house Task Force

The composition of the Task Force had an average of nine members for both larger and smaller LEA sites. In larger sites the average Task Force consisted of three administrators (generally principals), three reading specialists, two classroom teachers, and one content area teacher from the middle or senior high school. Although not much different in composition the Task Force at smaller sites consisted of one administrator, two reading specialists, three classroom teachers, one content area teacher, and two other people one of which was the Right to Read director. Table 6 presents a breakdown of the composition of the LEA Task Force at individual sites.

TABLE 6

BREAKDOWN OF THE COMPOSITION OF THE LEA IN-HOUSE
TASK FORCE

Member Composition	Larger, more urban sites					Smaller, more suburban sites					
	A	B	C	D	E	F	G	H	I	J	K
Administrators	3	3	4	2	2				3	1	2
Teachers: Elementary		5	1	1			1	6	7		2
Middle School		2					1				1
Senior High--		1	2		2		1		5		1
Content areas											
Reading Staff	7		4	2	2	5			3	3	3
Learning Disabilities							1				
School Librarian				1							1
Speech											1
Guidance											1
Right to Read Director		1		1	1		1		1		1
TOTAL	10	12	11	7	7	5	5	6	19	4	13

The major compositional difference of the Task Force is that in larger sites 30% of its' members are administrators in contrast to 12% at smaller sites, however, in smaller sites 31% are elementary classroom teachers as opposed to 15% in larger sites. Reading specialists in larger sites represent 32% of its' members and in smaller sites 27%.

The Role of the Task Force

The role of the local Task Force as perceived by the LEA director can be categorized in two ways: 1) to construct, administer, analyze the NAI and prioritize needs, and 2) to assist the LEA director in planning, organizing and implementing Right to Read activities.

Three out of the five (60%) Task Forces at large sites and two out of six (33%) at smaller sites were organized solely to carry out activities relating to needs assessment and as soon as needs were prioritized the Task Force ceased playing a role in the LEA Right to Read effort. However, one of these Task Forces reorganized into a group of eight reading people who met during District in-service days to plan special reading activities. The role of the Task Force at another large LEA site was informational to the Director. Finally, one large LEA site's Task Force role was: 1) to plan a cohesive program to pull the reading program together; 2) to assist each school in determining where it stands in relation to the criteria of excellence; 3) to assist each school in moving toward the criteria of excellence.

Three Task Force committees at small sites played an active role in a variety of reading activities. One group planned an all-day entire District workshop, planned follow-up in-service course offerings, made recommendations for continuing the Plan of Action, and were involved in their respective schools in communicating, further assessing needs, establishing "ownership" of and enthusiasm for the Right to Read effort by total staff. It should be noted that the Superintendent of Schools gave this Task Force top priority throughout the school year. Another group redefined the roles, responsibilities and duties of reading consultants and other reading personnel. The third site utilized the Task Force to organize for a continuous progress program. A Task Force member at each grade level (K-5) determined

the most important skills taught at each level that were essential to a child's progress in reading. In addition, an Elementary School Principal Task Force member volunteered to organize and coordinate an Adult Literacy Program, a teacher volunteered to train 25 tutors, a school building was made available and in two weeks the program had begun.

Impact of the LEA Task Force

Four or 36% of the Task Force groups focused on successfully carrying out the needs assessment of the District reading program. Upon completing NAI activities one Task Force went on to plan a summer workshop on English and Social Studies reading in the content areas. And another large LEA Task Force devised a reading management system, a reading record (K-12), a model of Junior High in-service training, and a communications network within the Department of Reading.

One LEA Director at a small site expressed the contribution of her Task Force as being: 1) a cohesive, work-oriented group whose high enthusiasm was communicated to the entire district staff; 2) a total system effort due to the variety of positions held by Task Force members and 3) a system-wide workshop with follow-up in-service activities. Although another small site's Task Force devised a Reading Inventory to assess a child's reading progress to begin in grade one, the LEA Director was disappointed that the group had not been more democratic since she had anticipated input from all teachers versus a few.

Future Suggestions and Resources for the LEA Task Force

Those suggestions made by LEA Directors concerning the future of the Task Force and resources which would enable it to make a greater contribution to the Right to Read effort are as follows:

1. Financial and "people" resources for in-service efforts.

"People" resources here refers to the commitment of experts in reading and language arts to the Right to Read effort by providing services at no or low cost to LEA sites.

2. Descriptions and evaluations of commercial reading management systems.
3. Financial resources to enable the Task Force to make a greater contribution.
4. Reorganize on a yearly basis keeping those members who have made a contribution and locate strong and dedicated professionals to supplement the group who do not expect release time for their participation.
5. The complexity of larger school systems demands more than one Task Force. Provision should be made for a series of Task Forces whose composition differs according to the problem or task addressed.

Composition of the Local Advisory Council

In addition to the in-house Task Force, each LEA was to establish a local Advisory Council made up of both members from the educational sphere and from the community at large. It's major role was to advise the LEA director and to provide a

communications link with the community.

The average number of Advisory Council members at larger sites was 18 and at smaller sites 11. Forty-five percent were administrators in large sites and thirty-two percent at smaller sites. At larger LEA sites the three most frequent community group members were: 1) local college and university staff (7%), 2) adult education or literacy people (5%), and 3) public librarians (4%). For smaller sites the three most frequent community members were: 1) parents (12%), public librarian (9%), professional community members, i.e., lawyers, bankers, etc. (7%). Two sites, one small and one large, formed interim Advisory Councils during their first year comprised of in-house administrators. The large site did so because other Advisory Council Committees already were in existence in the community (i.e., Title I, Community Schools, etc.) and because future direction of Right to Read was unclear.

The highest proportion of Advisory Council members at the majority of LEA sites were administrators followed by 19% of other school personnel. Educational personnel, therefore, comprised 64% of larger sites and 51% of smaller sites Advisory Council members. Note Table 7 for a breakdown of the composition of Advisory Councils at larger and smaller LEA sites.

The Role of the Advisory Council

The second important liaison with the LEA director was the Advisory Council which played a variety of roles between LEA sites.

TABLE 7

BREAKDOWN OF THE COMPOSITION OF THE LEA ADVISORY COUNCIL

Member Composition	Larger, more urban sites					Smaller, more suburban sites				
	A	C	D	E	F	G	H	I	K	
Central Office Administration	6	1	4	8	8		1	3	1	
Principals		1		4			5			
Reading Personnel	6								1	
Teachers/Teachers Association		1							1	
Other School Personnel		2					4			
Adult Education-Literacy	1	2	1							
Big Brother/Sister	2									
Businessmen	4							1		
Citizens Advisory Committee			1							
College/University People	3	1	1					1		
Government/Local Politics	1		2							
Hairdresser						1				
Head Start		1				1				
High School Student			2					1	1	
Jaycees/Lions						1	1			
Junior League/League of Women Voters	2	1						1		
Model Cities	1									
News/Radio	1									
Parent			1			2		1	4	
Parent Teachers Association	1									
Parochial School								1		
Professionals			2					1	3	
Public Library	1	1	1			1	2	1	1	
School Committee	2	1				1		1		
Senior Citizen						1				
Special Local Clubs/Organizations	1	1				1	2			
Volunteer Tutor		1						1		
TOTAL	32	14	15	12	8	9	15	13	12	

Two Advisory Councils in small sites trained volunteers (50 in one site and 15 in the other) as reading tutors for their elementary schools. In addition, one group planned a program for parents of pre-school children to enhance language development which has received Title funding, developed and presented in each school a program explaining Right to Read, plans to examine the need for a community program for adult illiterates and is considering establishing a position for a Coordinator of Community Reading Development. The second small site's Advisory Council worked on increasing library coordination between the schools and the public library. One small site LEA director used an interim Advisory Council to develop a role description for reading personnel and to build enthusiasm for the Resource Center. Another Advisory Council began to identify and make available human and material community resources for the promotion of reading, especially at the pre-K and post-high school levels.

An Advisory Council from a large site after three months divided into three interest groups in order to concentrate on three programs they anticipated organizing: 1) adult literacy, 2) pre-school, and 3) library coordination. Another large site's Advisory Council existed in part with individual members consulted with the main purpose being to form a communications network to help establish a more positive climate toward the reading program. The two remaining large city schools used their Advisory Councils entirely in a public information role.

Impact of the LEA Advisory Council

LEA Directors, overall, were enthusiastic with the advise and support their Advisory Councils provided them. One small site's Advisory Council adopted formal by-laws which provided that it be a self-continuing organization within the community and school district. In two other small sites their Volunteer Tutor programs directly evolved from this group and in another the school libraries and public library experienced increased coordination of services and materials in a cooperative effort which was a direct result of Right to Read. And in a larger site the impact of the Advisory Council was the organization of an Adult Literacy program and library coordination.

Future Suggestions for the Advisory Council

LEA Directors expressed the following suggestions and ideas for the future structure of the Advisory Council:

- 1) Commercial reading programs which are well planned are excellent resources to give Advisory Council members something constructive and specific to which they can direct their attention.
- 2) Solicit more participation from community groups not connected with education.
- 3) Increase the number of members actively involved in coordinating and carrying out programs.

In addition, four large and five small sites responded to a checklist titled: *How can the Local Advisory Committee Lend Assistance to the Right to Read Program.* LEAs checked those activities implemented

by their Advisory Councils this year, 1973-74, and those activities which it was anticipated would be implemented next year, 1974-75. As can be seen in Table 8, although the Advisory Councils in their first year provided assistance to the LEA director and the LEA Right to Read effort in a variety of ways, LEAs envision that this group will play a more comprehensive role in their Right to Read programs during their second year.

TABLE 8

HOW CAN THE LOCAL ADVISORY COMMITTEE LEND ASSISTANCE TO THE RIGHT TO READ PROGRAM?

Large Sites (L) N=4

Small Sites (S) N=5

This Year		Next Year	
L	S	L	S
3	2	2	3
3		3	2
2	1	4	4
		1	3
	1		
	1		2
	2		3
	1		2
2	1	3	3
1	3	3	4
1	2	2	3
1		1	2
		1	2
		2	1
			2
2	4	1	3
1	1	2	4
	1	1	2
	1	3	3
	1	2	3
			2
			2
			2
	1	1	4
1		2	2
1	1	1	3

1. Inform public thoroughly about school reading program by:
 - a. Breakfast meetings
 - b. Promoting a column in the local weekly newspaper
 - c. Sending notices home to parents from school
 - d. Making public aware of how reading is taught
 - e. Publicity - Publicity - Publicity
 - f. Interpreting terms so they can be understood
 - g. Communications - Right to Read Newsletter
2. Assist the Local Right to Read Program by:
 - a. Conducting telephone survey of the community
 - b. Advanced publicity before survey
 1. School bulletin through kids
 2. Local newspaper, radio, etc.
 3. Posters
 4. Local and State TV
 - c. Speaker's Bureau - compile a list of available people
 - d. Becoming a liaison between school community and community as a whole
 - e. Involving local advisory committee in brainstorming exercise
 - f. Sharing all results
 - g. Explaining job opportunities of readers and non-readers to the public
 - h. Communicating voc-tech requirements in reading
 - i. Promoting social interaction in community
 - j. Promoting revitalization of grass-roots PTA types
 - k. Training tutor groups to actively participate with the children
 1. Helping to create games, toys, etc., that help students master basic reading skills
 - m. Providing positive feedback to local task force and not be a "rubber stamp"
 - n. Maintaining liaison between state and local advisory groups
 - o. Speaking to local service groups and clubs - answering questions
 1. What is Right to Read?
 2. Why reading?
 3. What can this program do for your children?
 - p. Arranging reading fairs - book fairs
 - q. Providing for news contact
 - r. Helping to improve town library facilities

This Year		Next Year	
L	S	L	S
1	1	2	2
1		3	3
1	1	2	3
1		2	2
	1		
3	4	2	4
		2	
1		1	2
3	4	1	3
1	4		3
	2		4
			4
			4
		1	3
1	1	2	4
		1	
1	1	3	2
1		1	1
1		1	2
		2	1
	1	1	1
	1	1	1
		1	2
1		1	3
			3
1	1	2	3
		1	3
	1	3	2
	1	1	4
		1	1
1		1	3
1	1	2	2
	1	1	3
		1	1
	2	2	5

- s. Sponsoring adult programs, health, etc.
- t. Seeking funds from community
- u. Supporting school budgets
- v. Compiling list of human and material resources
- w. Accumulating and recycling reading materials
- x. Seeking adult volunteers
- y. Developing day care centers - home training
- z. Helping to change attitudes of parents with children who have reading problems
- za. Developing volunteer programs - Criteria for selecting volunteers
 - 1. Tutorial
 - 2. Resource aids
 - 3. Laminated visual helps
 - 4. Parent and student aides programs
- zb. Assisting in literacy testing
- zc. Working with adult reading program
- zd. Arranging a meet the author program
- ze. Seeking funds from community and business groups for RIF programs, etc.
- zf. Establishing community school concept
- zg. Establishing working relationship with school (training program)
- zh. Special showing of "any" materials
 - 1. Public library
 - 2. Senior citizen centers
- zi. Contacting parents of preschoolers
 - 1. Kindergarten - Registration
 - 2. Coffees
- zj. PTA - Right to Read presentation from a dynamic Right to Read member
- zk. Helping to set priorities in school reading programs
- zl. Encouraging use of libraries in general
 - 1. Public
 - 2. College
 - 3. School
- zm. How to reach low income people
 - 1. Adult reading courses
 - 2. Adult education courses
- zn. Sharing of ideas among Local Advisory Committees

SECTION V

IMPACT OF THE NEW ENGLAND CONSORTIUM
TRAINING SESSIONSAn Overview of NEC Training Sessions

The primary goal of the New England Consortium and the Massachusetts Right to Read effort was to provide representatives from local educational agencies with the necessary leadership training to act as change agents within their own school systems' reading programs. The New England Consortium provided 30 days of training during the four project phases to all SEA and LEA directors throughout the academic year. This training took place in four major training sessions:

1. August 5-24, 1973: "Preparing the Right to Read Directors"
University of Rhode Island.
Kingston, Rhode Island
2. October 30 -
November 2, 1973: Fall Seminar
Shamut Inn
Kennebunkport, Maine
3. December 9-14,
1974: December Conference
Our Lady Queen of Peace Retreat House
Narraganset, Rhode Island
4. May 21-24, 1974 : Spring Conference
Northfield Inn
Northfield, Massachusetts

Massachusetts LEAs overwhelmingly felt that their discussions with others at the Consortium training sessions were the most valuable aspects of these sessions. Consortium training, in addition, provided them with new leadership skills which enabled them to function better as change agents. Overall, the

LEAs rated their Consortium training as being a very positive experience and the training they received at these sessions received high ratings.

Evaluation Results of the NEC Training Sessions

Of the nine LEA directors reporting on the training sessions they attended: all attended the first and fourth sessions at the University of Rhode Island and at Northfield, eight or 89 percent attended the second session at Kennebunkport, and six or 67 percent attended the third session at Narraganset. LEA directors were asked to rank those sessions attended from high (1) to low (4) in regards to the quality of the overall session and its subsequent impact on their role as a Right to Read director. Five LEA directors rated the sessions rather than rank ordering them; however, from the median results the following lists depicts the overall median ratings of the four major Consortium training sessions:

<u>Median</u>	<u>Training Session</u>
1.0	University of Rhode Island
1.5	Kennebunkport
2.0	Narraganset
2.5	Northfield

Interestingly, the quality of the sessions and their impact as perceived by LEA directors decreased proportionately as the year progressed. The major emphasis of the Consortium training took place during the initial training sessions at the University of Rhode Island during three weeks of intensive training in August, 1973; it was this session that received the highest rating overall.

Further, ten LEA directors reflected on the staff development activities of the New England Consortium which they participated in throughout the year. The median results were rank ordered and are reported in Table 9. The range of responses has been included to show the diversity of responses on some statements. It is important to note that no LEA strongly disagreed to any one of the statements. Although a small number of individual LEAs disagreed with some of the statements, as noted by the number three (3) in the range column, the majority either agreed or strongly agreed that overall their training was adequate.

Generally, the median results of the evaluation of the Consortium training sessions revealed that the most important aspect for Massachusetts LEA Directors was their interactions with other participants.

The goal of the training sessions was to provide Right to Read directors with leadership skills which would enable them to function as change agents within their own school districts. The second and third rank ordered statements - provided me with new leadership skills and provided training which enables me to function better as a change agent -- support the achievement of the major Consortium objective as perceived by LEA directors. The median response in any one statement did not fall below 2.0, therefore, it can be inferred that the training sessions provided by the New England Consortium adequately met the needs of LEA directors who attended the sessions.

TABLE 9
RANK ORDERED MEDIAN RESULTS OF THE NEW ENGLAND
CONSORTIUM STAFF DEVELOPMENT
TRAINING SESSIONS

<u>STATEMENT</u>	<u>MEDIAN</u>	<u>RANGE</u>
	[1 = Strongly Agree [2 = Agree	3 = Disagree 4 = Strongly Disagree
	N=10	
Discussions with other participants were usually beneficial	1.0	1-2
Provided me with new leadership skills	1.5	1-3
Provided training which enables me to function better as a change agent	1.5	1-3
Purposes or objectives were stated clearly	2.0	1-2
Speakers made an effort to become actively involved with the participants	2.0	1-2
I feel I have attained the objectives of the training sessions attended	2.0	1-2
Speakers were genuinely concerned with the impact of the session on participants	2.0	1-3
Throughout the training sessions I felt free to ask questions and to express my opinions	2.0	1-3
Training sessions stimulated my interest in the topics covered	2.0	1-3
Improved my ability to communicate with school personnel	2.0	1-3
There was considerable agreement between the announced purposes or objectives of the sessions and the material covered	2.0	1-3
Speakers well prepared for each session	2.0	1-3
Exposed me to better techniques for organizing teams to study crucial reading problems within my district	2.0	1-3

STATEMENTMEDIANRANGE

[1 = Strongly Agree 3 = Disagree]
 [2 = Agree 4 = Strongly Disagree]

I have put a great deal of thought into
 material presented during the training
 sessions

2.0

1-3

Improved my ability to assess and
 diagnose reading problems on a
 district-wide bases

2.0

1-3

SECTION VI

THE SEA RIGHT TO READ EFFORT

The Commonwealth of Massachusetts as a state educational agency in the New England Consortium played a crucial role in the Right to Read effort in the Commonwealth. The direction and coordination provided by the SEA Director and the commitment and support of the State Department of Education were important factors in the organization and implementation of the initial Right to Read effort in Massachusetts during its first year, 1973-74.

Due to late notification of funding of the New England Consortium, the Massachusetts State Department of Education representative to the Consortium was responsible for preparing the efforts of the SEA Right to Read program and in selecting local educational agencies for participation in Massachusetts. Delayed funding and screening procedures consequently delayed the hiring of the State Right to Read Director who was appointed on October 15, 1973. Prior to the appointment of the SEA Director, informal communication channels had already been established by LEA Directors. The group was somewhat reluctant to modify the already established patterns with the advent of the SEA Director. Another result of late funding was that guidelines for evaluation from the Consortium were delayed and an evaluation design was not proposed until January, 1974, midway through the program's first year.

Organizational Efforts of the SEA

The Plan of Action-Time Line for the Massachusetts 1973-74

Right to Read effort delineates the major objectives and specific activities of the SEA. Table 10 graphically presents the month of completion for SEA Right to Read activities under the four program phases. In addition to the activities specified in the Time Line the SEA Director:

- 1) Planned six state meetings for all LEAs throughout year.
- 2) Held a meeting with LEAs to determine what additional training and support they will need during their second year as Right to Read sites.
- 3) Initiated ten meetings for LEAs during 1974-75.
- 4) Initiated a collaborative of reading professors from colleges and universities in Massachusetts to act as advisors to the Right to Read effort and to provide a theoretical rationale for advanced training of LEAs.
- 5) Defined the roles of the SEA and LEA in the Consortium and Massachusetts Right to Read effort.

Further, the SEA Director answered all queries dealing with reading in the Commonwealth and served as a representative for the Commissioner or Deputy Commissioner on various panels, committees, conventions, and conferences dealing with reading.











The SEA Task Force and Advisory Council

The Massachusetts State Department of Education In-House Task Force consisted of twelve educational specialists housed in the State Department Offices at 182 Tremont Street, Boston, Massachusetts. The Task Force served primarily in an advisory

TABLE 10

MASSACHUSETTS RIGHT TO READ
PLAN OF ACTION - TIME LINE
1973 - 1974

RIGHT TO READ

	PHASE I				PHASE II				PHASE III				PHASE IV			
	'73	'73	'73	'73	'73	'73	'73	'73	'74	'74	'74	'74	'74	'74	'74	'74
	J	A	S	O	N	D	J	F	M	A	M	J				
A. Design the State Plan																
1. Establish eligibility criteria for selection in Massachusetts Right to Read Effort																
2. Set Up Screening Committee for selection of school systems in Massachusetts Right to Read Effort																
3. Solicit applications for admission to Right to Read from Massachusetts school systems																
4. Make final selection of Right to Read school sites																
5. Appoint Director of Massachusetts Right to Read Effort																
6. Prepare Right to Read Budget for 1973-74																
7. Develop Massachusetts Plan of Action																
8. Prepare and sign contracts necessary for LEAs participation in Right to Read LEAs.																
9. Prepare Work Statement in phases																
10. Develop criteria and deadlines for site applications for Right to Read - 1974-1975																



Activity begun



Activity completed



Activity not completed by that date

TIME LINE: OBJECTIVES AND ACTIVITIES	PHASE I		PHASE II				PHASE III			PHASE IV			
	'73	'73	'73	'73	'73	'73	'74	'74	'74	'74	'74	'74	'74
	J	A	S	O	N	D	J	F	M	A	M	J	J
A.													
11. Make final selection of Right to Read sites for 1974-75													
12. Develop Budget for 1974-75 Right to Read Program													
13. Sign and submit SEA/ New England Consortium agreement document													
14. Employ supportive staff													
15. Delegate authority to the Right to Read Director for the accountability in planning and implementation of the SEA/ agreement													
16. Provide assurance that Right to Read structure is represented in overall State education planning.													
B.													
1. LEAs participate in 15 day New England Consortium Training Session at the University of Rhode Island													
2. Hold Leadership Seminar for Administrators and LEA Directors													
3. Participate in Reporting Needs Assessment Seminar with New England Consortium													
4. Participate in IPC Seminar													

TIME LINE: OBJECTIVES AND ACTIVITIES

- A.
11. Make final selection of Right to Read sites for 1974-75
 12. Develop Budget for 1974-75 Right to Read Program
 13. Sign and submit SEA/ New England Consortium agreement document
 14. Employ supportive staff
 15. Delegate authority to the Right to Read Director for the accountability in planning and implementation of the SEA/ agreement
 16. Provide assurance that Right to Read structure is represented in overall State education planning.
- B.
1. LEAs participate in 15 day New England Consortium Training Session at the University of Rhode Island
 2. Hold Leadership Seminar for Administrators and LEA Directors
 3. Participate in Reporting Needs Assessment Seminar with New England Consortium
 4. Participate in IPC Seminar

TIME LINE: OBJECTIVES AND ACTIVITIES

PHASE I	PHASE II				PHASE III			PHASE IV		
'73 J	'73 A	'73 S	'73 O	'73 N	'73 D	'74 J	'74 F	'74 M	'74 A	'74 J

- B. Provide technical assistance to LEAs for:
- Design of Needs Assessment Instrument
 - Administration of Needs Assessment Instrument
 - Tabulation of Needs Assessment Instrument
 - Development of Local Plan of Action
 - Receive Local Plan of Action
 - Planning for Staff Development based on Needs Assessment
 - Establishing Local Advisory Committee
 - Establishing Local Task Force
6. Set up Reading Consultants Service
7. Begin Training of Right to Read Volunteers
- C. Establish a system of communication among LEA/SEA/NEC
- Periodic Newsletters
 - Telephone calls
 - On-site visitations
 - On-site meetings
- D. SEA involvement in New England Consortium and USOE Right to Read Effort
- Participation in NEC State Directors Seminar

capacity to the SEA Director. During the first year, this group remained as a small group due to the fact that the SEA Director was not only new to the State Department of Education but had not come on board the Right to Read effort until the middle of October.

The SEA Advisory Council's major function in its first year was that of public relations in promoting and providing support to the Right to Read effort in Massachusetts. Its structure consisted of three school administrators and teachers, two reading people, two LEA Advisory Council members, two Adult Literacy program people, Massachusetts Library Association President, one Model Neighborhood Board person, one local School Committee person, two politicians, a student, five professionals and a Right to Read Consultant. Not only did the SEA Director establish representation from all segments of the population in Massachusetts for selection of Advisory Council members, but members were also selected by their geographical representativeness from across the state.

SECTION VII

SUMMARY AND RECOMMENDATIONS

The LEA Right to Read Site and Director

A. Summary:

As defined, the role of the local educational agency Director was threefold: 1) a liaison person between the New England Consortium, the Massachusetts State Department of Education, his/her local school system, and the communities; 2) a leader in coordinating the K-12 reading programs in their school systems; and 3) a change-agent in facilitating needed changes in their local reading programs. In practice, all LEA Directors were liaison people, half of the LEA Directors played leadership roles in coordinating their reading programs under Right to Read, and a quarter of the LEA Directors functioned in their schools' reading programs as change agents.

Three quarters of the LEA Directors whose primary positions were that of Director of Reading expressed confusion about whether the duties they performed in their primary positions ought to be different from what was expected of them as Right to Read Directors. In general, the remaining LEA Directors perceived their roles as not only coordinating reading efforts in their schools but also in the community as well. Further, they perceived themselves as being facilitators of change in their reading programs and acted accordingly.

In summary, LEA Directors fell into two categories. There were those who differentiated their role as Right to Read Director from their primary position and they assumed leadership roles

in their local reading programs. The others equated their role of Right to Read Director with the reading position they already held in their school reading program.

B. Recommendations:

Since many of the LEA Directors are unaware of the dimensions of the role Right to Read can play in coordinating and strengthening the on-going reading programs in their respective school systems, the role of Right to Read needs to be clarified and differentiated from existing roles in the school districts. Furthermore, it is essential that the ways in which Right to Read differs from existing programs and the ways in which it should be supportive of a district's reading program be made explicit.

First of all, there should be a criterion for the selection of LEA site and LEA Director other than geographical distribution and reading expertise. Sites should be assessed according to the needs of their present reading programs, and decisions should be made whether Right to Read can, in fact, assist in strengthening these reading programs. Although a school district's initial receptivity and willingness to participate in Right to Read is an important consideration, it is further necessary that the SEA Director require meetings with the Superintendent of Schools, the potential LEA Director and all reading staff to inform them of and what would be expected of them as a LEA site and specific role definitions should be made explicit. This will more likely insure that local educational agencies support their commitment to the Right to Read effort at their local sites. Further, this

commitment should involve provisions for additional release time which will allow LEA Directors to deal more effectively with Right to Read activities, not only those directly funded by Right to Read but also those which result from Right to Read activities. To this end, some clerical assistance also needs to be provided.

In other words, the responsibilities associated with a Right to Read Directorship must be made explicit and differentiated from any duties associated with local reading programs.

Needs Assessment and Priority Needs

A. Summary:

It is evident from the results of the Needs Assessment Reports that administrators and their staffs on the whole perceived their reading programs as being sufficient for their needs. However, six out of twenty-six conditions for a good reading program received low mean ratings. These were: the school system has an educational program for parents and adults with special emphasis on education in the preschool years for parents; the school media center meets ALA-NEA standards; the school system provided reading instruction for adults; the school system has a cadre of trained volunteer reading helpers; the entire community actively supports the reading program; the organizational patterns meet the needs of all segments of the school population. The last four conditions were the main areas for staff development activities.

B. Recommendations:

The needs assessment instrument should be reconstructed to provide a more accurate measure of staff and administrators'

attitudes towards their existing reading program. Items which are ambiguous and which contain more than one attitude need to be rewritten. In addition, the administration of the basic needs assessment instrument should be used as a standardized assessment across all sites. More specific items relating to a particular reading program and the needs of these programs may be added by individual LEA sites.

Assistance, possibly in the form of a consultant or more direct supervision, should be made available to LEA Directors and their Task Force committees when they construct, administer, and prioritize their needs. The present training for LEAs appears inadequate for this task.

The Plan of Action

A. Summary:

Although all but two sites did prepare their Plans of Action for the first year, the Plans of Action that were drawn up might have been strengthened in certain areas. These plans dealt primarily with their training through the New England Consortium and briefly outlined their Right to Read activities. Two sites, however, do need to be commended for their Plans of Action were well organized and presented information on all Right to Read LEA activities throughout the first year.

B. Recommendations:

At the beginning of the project year LEA Directors need to be given more specific guidelines for the preparation and presentation of their Plans of Action and be responsible for updating and revision as needed throughout the year.

Right to Read Staff Development Activities

A. Summary:

It is evident that the staff development which was funded and initiated by Right to Read resulted in a variety of reading program activities. Emphasis was placed on: 1) redirecting the role of the remedial reading teacher to that of a resource person and consultant, 2) reading in the content areas, and 3) developing continuous progress programs in reading. In addition, volunteer reading tutors were trained in a quarter of the sites.

B. Recommendations:

There should be more control by the SEA over the funding of staff development activities. For example, LEA Directors must be able to demonstrate that their staff development activities do, in fact, meet at least one of their priority needs. They should also submit specified objectives or goals which are well-defined and measurable. In addition, LEA Directors should be held accountable for any Right to Read funded activities or workshops. For example, the LEA Director can contact the evaluator prior to the planned activity to establish a means by which to assess the effectiveness and impact of their staff development training.

The Task Force and Local Advisory Council

A. Summary:

All LEA Directors established an in-house Task Force and all but four LEAs established a local community Advisory Council. The composition of Task Force committees was inversely related to the size of the site; larger LEAs had a higher percentage

of administrators than teachers and the reverse was the case for the smaller sites.

Forty-five percent of the Task Forces were organized solely to carry out needs assessment activities. Another 36% played an active role in a variety of reading activities both within the schools' reading programs and, in some instances, in the communities.

The average composition of the local Advisory Councils was approximately 40% administrators and 60% representatives from the local communities. Two Councils were formed as interim groups comprised entirely of administrative staff. The role of the majority of Advisory Councils involved public relations and support. Three Advisory Councils were unusually active in organizing volunteer reading and adult tutor programs, library coordination between the schools and public libraries, and in planning for special reading programs locally.

B. Recommendations:

To optimize the use of the Task Force and Advisory Council to assist in strengthening a reading program, guidelines for organizing, establishing and running an Advisory Council and Task Force need to be devised and made available to all LEA Directors. In addition, the roles of these two groups need to be defined and operationalized, and strategies and resource materials for their use should be defined and made readily available.

Impact of NEC Training Sessions

A. Summary:

The most important effect of the training provided by the

New England Consortium for the LEA Directors involved their interactions with other participants. LEA Directors felt that new leadership skills allowing them to function better as change-agents were also provided and that, overall, the training sessions were perceived as meeting their needs.

B. Recommendations:

One shortcoming of the training provided by the New England Consortium was that leadership and change-agent skills were never defined operationally other than general statements to the effect that "The LEA Director will administer a needs assessment, establish a Task Force and Advisory Council, and make substantial and dramatic changes in their reading program." Therefore, LEA Directors could not be expected to know whether their training was, in fact, adequate. Clearer objectives and role definitions need to be set. Until the present there have been no specific criteria by which to evaluate. The SEA Director needs to require that the Consortium either define specifically what is meant by leadership and change-agent skills or define the skills and tasks in this position for their own LEA Directors within the State. Possibly, experts in the area of leadership training and change-agentry could be consulted to assist in defining the terms and the training necessary to fulfill these goals. Further, once operationalized the skills and tasks expected of an LEA Director should be incorporated into the role description and LEA/SEA contract.

The SEA Right to Read Effort

A. Summary:

The Massachusetts Right to Read effort had two crucial delays

at the onset (i.e, delayed funding and hiring of the SEA Director). In spite of this the SEA Director was responsible for coordinating eleven diversified sites across the state, for providing assistance to individual LEA Directors as needs arose, and for organizing, planning, and beginning to implement the State effort both in-house and externally. He involved not only Massachusetts community people but also local college and university people in reading.

B. Recommendations:

In its first year the SEA effort made a number of important inroads in establishing its role and position in Massachusetts reading programs. In order to further strengthen this, the following areas need to be seriously considered and specifically redefined as a result of the findings of the first year's efforts.

The major strength of Right to Read is in its people resources and the sharing of ideas between LEA sites. It is important at this point to capitalize on this strength by establishing a viable communication system between LEAs and the State. Information should also be distributed to educators and reading people outside the program. One suggestion might be to establish a monthly or bi-monthly newsletter to describe the activities of the previous month to inform about up-coming events (not only pertaining to Right to Read activities, but also to anything else relating to reading and the Language Arts, etc.), and to include direct input from LEA Directors on activities in their own sites, to name just a few.

It is clear from the proportion of sites which did not successfully complete activities within the Right to Read time frame that additional structure needs to be provided for all Right to Read activities. LEA Directors should be restricted not only in the length of time for activity completion but also in the types of staff development activities acceptable for funding. To accomplish these tasks LEA Directors must be provided with continual technical and supportive assistance. Further, if there is a weakness in LEA training then follow-up activities and adjustments should be planned and implemented to correct the situation. In essence, increased coordination of all SEA/LEA efforts must be established as the top priority. Perhaps the Right to Read effort could be implemented more effectively if the needs of the program were reassessed and priorities established in each of the four phases to insure optimal utilization of specialized professional staff. The SEA Right to Read program must provide training sessions when weak areas arise as a result of New England Consortium training. SEA training sessions would not only satisfy LEA needs, but also provide agreement about the requirements, duties and expectations of the LEA Director. This would decrease the possibility of role confusion and of tasks incompleted due to insufficient role definitions.

GENERAL SUMMARY AND CONCLUSIONS

The major goal of the Massachusetts Right to Read effort was to appoint and train LEA Directors to act as leaders who can make dramatic and substantial changes in a reading program. This was accomplished to some degree. LEA Directors were trained by the New England Consortium in change-agentry skills. However, their other district responsibilities, their established program schedules, as well as organizational constraints and time were inhibiting factors in their ability to bring about dramatic and substantial changes. Progress has been made and the potential for dramatic and substantial change is present in some sites. For example, continuous progress reading programs have been initiated, emphasis in reading in the content areas been increased, the role of the remedial reading teacher has been re-examined and redirected, and volunteer and adult literacy programs have been established. Another area of change was to set up in-house Task Forces and Local Advisory Councils in sites where such groups had not existed in the past. Thus, it is possible to conclude from these findings that changes in different degrees occurred in approximately 75% of the LEA sites as a result of the Right to Read effort.

A second goal - that of broadening the base of support and decision making in order to include members of the community outside the educational establishment - was attained by seven or 64% of LEA sites through their Local Advisory Councils.

A third goal - that of devising and administering a needs assessment to determine strengths and weaknesses in the reading program at

each of the LEA sites - was generally accomplished.

To conclude, progress has occurred during the first year of Right to Read in the Commonwealth of Massachusetts. This was a direct result of the efforts of the SEA Director, the support of the Massachusetts State Department of Education, the enthusiasm and efforts of a number of local educational agency Directors, and the support and commitments made by a few local educational agencies to the Massachusetts Right to Read Effort.

APPENDIX A

EVALUATION QUESTIONNAIRES



Boston College, Chestnut Hill, Massachusetts 02167 Telephone (617) 969-7908

May 20, 1974

Center for Field Research and School Services
McGuinn Hall

M E M O R A N D U M

TO: Massachusetts LEA Right to Read Directors

FROM: Edward F. Iwanicki, Associate Director
Maida A. Broadbent, Research Assistant

RE: Evaluation of the Massachusetts Right to
Read Effort

Thank you for your input over the past few months regarding the scope and format of the evaluation of the Massachusetts Right to Read effort. As discussed at the meeting of the Massachusetts LEA Right to Read directors in Needham on May 8, 1974, this packet of evaluation materials to be completed by LEA directors has been developed for distribution at the Northfield Meeting of the New England Consortium for the Right to Read, May 21-23, 1974.

The materials contained in this evaluation packet have been developed with two considerations in mind. First, to collect the necessary information regarding the present status of LEA Right to Read programs in Massachusetts as well as the problems encountered in implementing these programs. Secondly, to collect this information with minimum inconvenience to the LEA Right to Read directors. Regarding these considerations, we feel the information requested in this packet will provide a representative picture of Right to Read in Massachusetts during this initial year of implementation. In addition, we feel the instruments developed will enable the LEA Right to Read directors to provide this information in a minimum amount of time.

Throughout this evaluation you will be asked to provide your comments regarding your involvement in Right to Read activities as well as to describe problems which arose during the implementation of the Right to Read effort in your school district. Please be frank and as complete as possible when responding in these sections. As a result of participating in Right to Read this year, LEA directors have accumulated a wealth of information regarding problem areas. If presented and passed on through this evaluation, such information will be a valuable contribution to the improvement of subsequent Right to Read efforts.

Although we will be discussing these evaluation materials with you, please call us at the Center if problems arise as you begin to complete the enclosed instruments. We ask that you complete and return this packet of materials to the Center for Field Research by June 10, 1974.

Your cooperation in this effort is appreciated.

GENERAL BACKGROUND INFORMATION
CONCERNING THE RIGHT TO READ DIRECTOR

1. In the spaces provided below, please provide the information requested regarding the position(s) you presently hold within your school district.

A) Position Title: _____

1. How long have you held this position? _____

2. Percent of time devoted to this position _____ %

3. Brief description of the duties expected of you in this position:

B) Position Title: _____

1. How long have you held this position? _____

2. Percent of time devoted to this position _____ %

3. Brief description of the duties expected of you in this position:

C) Position Title: _____

1. How long have you held this position? _____

2. Percent of time devoted to this position _____ %

3. Brief description of the duties expected of you in this position:

2. In the space provided below, please describe how you view your role as a Right to Read Director in your school district.

This image shows a single sheet of white paper with horizontal blue or grey ruling lines. The lines are evenly spaced and run across the width of the page. There is no handwriting or other markings on the paper.

CHECKLIST FOR THE EVALUATION OF THE ORGANIZATIONAL ASPECTS
OF THE LEA RIGHT TO READ EFFORT

Directions: For each of the activities inherent in the SEA/LEA contract listed below, please indicate the month and year in which the activity has or will be completed. In addition, describe briefly the problems encountered when completing each activity.

PROBLEMS ENCOUNTERED IN THE COMPLETION OF THIS ACTIVITY	
ACTIVITY	
1) Designate an individual as LEA Reading Director _____/_____ Month Year which this activity has or will be completed.	
2) Appoint an LEA R ₂ R Director _____/_____ Month Year which this activity has or will be completed.	
3) Authorize LEA Director to attend all NEC training sessions. _____/_____ Month Year which this activity has or will be completed.	

<p>4) Adopt a formal resolution affirming reading as a priority.*</p> <p><u>Month</u> / <u>Year</u> which this activity has or will be completed.</p>	
<p>5) Establish LEA task force.</p> <p><u>Month</u> / <u>Year</u> which this activity has or will be completed.</p>	
<p>6) Adapt NEC needs assessment instrument to local needs.</p> <p><u>Month</u> / <u>Year</u> which this activity has or will be completed.</p>	
<p>7) Administer needs assessment instrument.*</p> <p><u>Month</u> / <u>Year</u> which this activity has or will be completed.</p>	

*Please attach copy if not on file in the Office of the Massachusetts Right to Read Director.

ACTIVITY

PROBLEMS ENCOUNTERED IN THE COMPLETION OF THIS ACTIVITY

<p>8) Analyze needs assessment results and identify priorities.*</p> <p><u>Month</u> / <u>Year</u> which this activity has or will be completed.</p>	
<p>9) Develop LEA Plan of Action.*</p> <p><u>Month</u> / <u>Year</u> which this activity has or will be completed.</p>	
<p>10) Develop LEA Time Line.*</p> <p><u>Month</u> / <u>Year</u> which this activity has or will be completed.</p>	
<p>11) Establish Local Advisory Council.</p> <p><u>Month</u> / <u>Year</u> which this activity has or will be completed.</p>	

*Please attach copy if not on file in the Office of the Massachusetts Right to Read Director.

School District _____

NEEDS ASSESSMENT AND STAFF DEVELOPMENT QUESTIONNAIRE

1. Instrumentation - Please check the type of instrument used for your Right to Read needs assessment:

- () New England Consortium assessment instrument based on the criteria of excellence
- () New England Consortium assessment instrument adapted to the needs of your school district
- () Other: *(Please specify)* _____

2. Administration - Please provide the information requested for each of the groups participating in your Right to Read assessment.

<u>Group Surveyed</u>	<u>Grade Levels</u>	<u>Month When Surveyed</u>	<u>Approximate Percent Surveyed</u>
Elementary School Teachers	_____	_____	_____ %
Junior High/ Middle School Teachers	_____	_____	_____ %
Senior High School Teachers	_____	_____	_____ %
Administrators	_____	_____	_____ %
Other <i>(Please specify)</i> :			
_____	_____	_____	_____ %
_____	_____	_____	_____ %

3. Method of Analyzing the Needs Assessment Results

Person responsible for the analysis: _____

Briefly describe the method of analysis utilized: _____

Please state your first and second priority needs identified through the needs assessment. Indicate the grade level(s) at which these needs exist.

First priority: _____

Grade level(s) of need: _____

Second priority: _____

Grade level(s) of need: _____

4. Plan of Action Based on the Needs Assessment -

Person responsible for developing the plan of action: _____

Problems encountered in developing the plan of action -

5. Staff Development Program(s) based on the plan of action -

A) R₂R funded staff development program(s):

1. Attach a statement of the program structure and objectives.

2. Problems encountered in program implementation: _____

3. Attach any evaluative data available.

B) Locally funded staff development programs brought about by the R₂R effort.

1. List programs and their relationship to R₂R:

<u>Program</u>	<u>Relationship to R₂R</u>
a) _____	_____
_____	_____
b) _____	_____
_____	_____
c) _____	_____
_____	_____

2. Attach any evaluative data available.

C) Other locally funded staff development programs supportive of R₂R effort.

1. List programs and their relationship to R₂R:

<u>Program</u>	<u>Relationship to R₂R</u>
a) _____	_____
_____	_____
b) _____	_____
_____	_____
c) _____	_____
_____	_____

2. Attach any evaluative data available.

School District: _____

RIGHT TO READ TASK FORCE
AND ADVISORY COUNCIL SURVEY

If any of the information requested in the sections which follow is on file in the office of the Massachusetts Right to Read Director, simply indicate "On File" in the space provided.

TASK FORCE

In the space provided below, please describe the structure, composition, role and impact of your task force.

- 1) Structure - pertains to organization, that is, the factions of the school district represented on the task force.

- 2) Composition - names of specific members comprising the task force.

- 3) Role - refers to the function of the task force, that is, what you expected the task force to accomplish.

- 4) Impact - extent to which the task force accomplish what you expected.
- 5) In the space provided below, please indicate your thoughts regarding the future structure of your task force as well as the types of resources which would enable the task force to make a greater contribution to the R₂R effort.

ADVISORY COUNCIL

In the space provided below, please describe the structure, composition, role and impact of your advisory council.

- 1) Structure - pertains to organization, that is, the factions of the community represented on the advisory council.
- 2) Composition - names of specific members comprising the advisory council.
- 3) Role - refers to the function of the advisory council, that is, what you expected the advisory council to accomplish.
- 4) Impact - extent to which the task force accomplished what you expected.

- 5) In the space provided below, please indicate your thoughts regarding the future structure of your advisory council as well as the types of resources which would enable the advisory council to make a greater contribution to the R2R effort.

Attached are some suggestions developed by Dr. Joseph Tremont, Director of the Massachusetts Right to Read effort on how the local advisory committee can lend assistance to the right to read program within a school district. Please place a check mark in the appropriate column next to those activities implemented this year as well as those activities which you hope to implement next year. It is understood that the major focus this year has been to establish an advisory council and to inform this council of its roles. Thus, it is expected that most school districts will indicate little, if any, contribution on the part of their advisory council this year. The information provided regarding the anticipated involvement of the advisory council next year will be helpful in assessing the future impact of the Right to Read effort within your community.

HOW CAN THE LOCAL ADVISORY COMMITTEE LEND ASSISTANCE TO THE RIGHT TO READ PROGRAM?

This Year	Next Year	
		1. Inform public thoroughly about school reading program by:
_____	_____	a. Breakfast meetings
_____	_____	b. Promoting a column in the local weekly newspaper
_____	_____	c. Sending notices home to parents from school
_____	_____	d. Making public aware of how reading is taught
_____	_____	e. Publicity - Publicity - Publicity
_____	_____	f. Interpreting terms so they can be understood
_____	_____	g. Communications - Right to Read Newsletter
		2. Assist the Local Right to Read Program by:
_____	_____	a. Conducting telephone survey of the community
_____	_____	b. Advanced publicity before survey
_____	_____	1. School bulletin through kids
_____	_____	2. Local newspaper, radio, etc.
_____	_____	3. Posters
_____	_____	4. Local and State TV
_____	_____	c. Speaker's Bureau - compile a list of available people
_____	_____	d. Becoming a liaison between school community and community as a whole
_____	_____	e. Involving local advisory committee in brainstorming exercise
_____	_____	f. Sharing all results
_____	_____	g. Explaining job opportunities of readers and non-readers to the public
_____	_____	h. Communicating voc-tech requirements in reading
_____	_____	i. Promoting social interaction in community
_____	_____	j. Promoting revitalization of grass-roots PTA types
_____	_____	k. Training tutor groups to actively participate with the children
_____	_____	1. Helping to create games, toys, etc., that help students master basic reading skills
_____	_____	m. Providing positive feedback to local task force and not be a "rubber stamp"
_____	_____	n. Maintaining liaison between state and local advisory groups
_____	_____	o. Speaking to local service groups and clubs - answering questions
_____	_____	1. What is Right to Read?
_____	_____	2. Why reading?
_____	_____	3. What can this program do for your children?
_____	_____	p. Arranging reading fairs - book fairs
_____	_____	q. Providing for news contact
_____	_____	r. Helping to improve town library facilities



Boston College, Chestnut Hill, Massachusetts 02167 Telephone (617) 969-7908

Center for Field Research and School Services
McGuinn Hall

EVALUATION OF THE NEW ENGLAND CONSORTIUM FOR THE RIGHT TO READ STAFF DEVELOPMENT ACTIVITIES

One of the major thrusts of the New England Consortium for the Right to Read during this past year has been to provide a series of staff development activities for Right to Read directors within participating school districts. The goal of these staff development activities has been to develop within these Right to Read directors the change agent skills needed to improve reading instruction within their school districts. This questionnaire has been developed to obtain feedback concerning this goal.

Part I of this questionnaire focuses on your perceptions of the organization of the workshops and training sessions, the quality of the presentations made, and the general impact of these staff development activities on your practices as Right to Read director within your school districts. Part II of this questionnaire asks you to indicate the strengths, weaknesses and impact of the specific workshops and training sessions you have attended. Throughout this questionnaire please try to provide as many written comments as possible. The comments of participants are a valuable source of information for the evaluation of past as well as for the planning of future Right to Read staff development activities.

Do not put your name on this questionnaire. Your responses to this survey are strictly confidential. Please be as frank as possible when responding. Upon completing the questionnaire, place it in the stamped addressed envelope provided and forward it to the Center for Field Research and School Services at Boston College.

Thank you for your cooperation and assistance in this effort.

PART I

GENERAL EVALUATION OF THE NEW ENGLAND CONSORTIUM
FOR THE RIGHT TO READ TRAINING SESSIONS AND WORKSHOPS

Directions: Listed below are a series of statements pertaining to the staff development activities of the New England Consortium for the Right to Read. These staff development activities were usually conducted in the form of workshops and training sessions. Please reflect upon the staff development activities in which you participated. Then respond to each item below by indicating the extent to which you agree or disagree with the statement as it pertains to the overall staff development activities of the New England Consortium.

	Strongly Agree	Agree	Disagree	Strongly Disagree
1. The purposes or objectives of the training sessions were stated clearly.	1	2	3	4
2. There was considerable agreement between the announced purposes or objectives of the training sessions and the material covered.	1	2	3	4
3. In my opinion, I feel I have attained the objectives of the training sessions I attended.	1	2	3	4
4. The speakers were well prepared for each session.	1	2	3	4
5. The speakers were genuinely concerned with the impact of the session on the participants.	1	2	3	4
6. The speakers made an effort to become actively involved with the participants.	1	2	3	4
7. My discussions with other participants in the training sessions were usually beneficial.	1	2	3	4

	Strongly Agree	Agree	Disagree	Strongly Disagree
8) Throughout the training sessions I felt free to ask questions and to express my opinions.	1	2	3	4
9) I feel I have put a great deal of thought into the material presented during the training sessions.	1	2	3	4
10) The training sessions stimulated my interest in the topics covered.	1	2	3	4

THE NEW ENGLAND CONSORTIUM STAFF DEVELOPMENT
PROGRAM HAS -

11) provided me with new leadership skills	1	2	3	4
12) provided training which enables me to function better as a change agent within my school district	1	2	3	4
13) improved my ability to assess and diagnose reading problems on a district-wide basis.	1	2	3	4
14) exposed me to better techniques for organizing teams to study crucial reading problems within my school district.	1	2	3	4
15) improved my ability to communicate with school personnel.	1	2	3	4

Use the space provided below as well as the back of this page for any comments or clarifications you wish to provide regarding your responses to statements 1-15 above.

PART II

STRENGTHS, WEAKNESSES, AND IMPACT OF THE NEW ENGLAND CONSORTIUM PROGRAM

- 1) Listed below are the four major New England Consortium training sessions. Please check (✓) those workshops you have attended. Then rank those sessions you have attended from high (1) to low in regards to the quality of the session and its subsequent impact on your role as a Right to Read Director.

<u>Check Sessions Attended</u>	<u>Rank Sessions Attended</u>	
()	()	University of Rhode Island
()	()	Kennebunkport
()	()	Narraganset
()	()	Northfield

- 2) Please reflect on the New England Consortium Training Program as a whole. Then on the subsequent pages indicate what you perceive to be the specific strengths and weaknesses as well as the impact of this training program. When citing specific strengths and weaknesses or indicating the impact of the training program, please make reference to specific training sessions.

